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sich in den Aufgaben finden, also nicht als Stilmuster, sondern nur als Rohmaterial, als Mittel zum Zweck des Übersetzens ins Englische dienen sollen.

Die typographische Herstellung und Anordnung, die durch geschickte Anwendung der verschiedensten Schriftarten auf einen Blick Wesentliches von Nebensächlichem unterscheiden lassen, verdienen hohe Anerkennung.

„Biblische Geschichten und Kapitel aus Weizsäckers und Luthers Bibelübersetzungen“ by Warren Washburn Florer, Ph. D., University of Michigan.— George Wahr, Publisher, Ann Arbor, Mich., 1901.

„Biblische Geschichten“ ist ein anspruchsloses Bändchen, das ausser einem nicht alphabetisch, sondern nach Wortklassen geordneten Wörterverzeichnis dem Schüler keinerlei Hilfsmittel bietet und auch nicht bieten will und soll, da der Text, nach des Herausgebers eigener Aussage, nicht zum Übersetzen bestimmt ist. Auf 19 Kapitel leichter historischer Darstellung aus dem alten und neuen Testament, die 62 Seiten füllen, folgen 8 mit Geschick ausgewählte Bruchstücke didaktisch - dythyrambischen Inhalts, darunter das herrliche „Hohe Lied der Liebe“ aus I. Korinther 13 (nicht I. Korinther 15, wie fälschlich im Inhaltsverzeichnis angegeben). Für vorgeschrittene Schüler des Deutschen muss es von Interesse sein, biblische Stoffe, ihnen im Gewand der Muttersprache schon längst bekannt, auch einmal in der kernigen Ausdrucksweise Martin Luthers und in dem gefälligen Deutsch der modernen Karl Weizsäckerschen Übertragung des neuen Testaments begrüssen zu können.

Heyse's „L'Arrabbiata“ by Warren Washburn Florer, Ph. D., University of Michigan. George Wahr, Publisher, Ann Arbor, Mich.

Dem Herausgeber der soeben besprochenen „Biblischen Geschichten“ haben wir auch für eine neue Schulausgabe von Paul Heyse's weitbekannter und oft bearbeiteter Erzählung „L'Arrabbiata“ zu danken, eine ehrliche Arbeit, die, jedem der früheren Herausgeber das Seine lassend, durchaus originell (und zwar in des Wortes bester Bedeutung) ihren eigenen Zweck verfolgt.

Die vorliegende Ausgabe ist für Schulen bestimmt, in denen „die direkte Methode“ gehandhabt wird. Es ist zu bedauern, dass gegen den Willen und Wunsch des Herrn Dr. Florer der Verleger in Ann Arbor verabsäumt hat, dem Bändchen eine kurzgefasste Darstellung

der genannten Methode beizufügen und so Lehrer und Leser in den Stand zu setzen, sich selbst eine Antwort auf das quis? quid? cur? contra? der direkten Methode zu geben. Doch steht das Erscheinen einer Broschüre, die das Wesen der Methode erläutern soll, in Aussicht.

Zu bedauern ist ferner, dass das dem Buch angefügte Wörterverzeichnis nicht vollständig ist und, nach des Herausgebers eigener Aussage, auch nicht bestimmt war, vollständig zu sein. „Warum dann überhaupt ein Wörterverzeichnis?“ fragt man sich dabei unwillkürlich. — Den gänzlichen Mangel von Anmerkungen erklärt der Herausgeber damit, dass alle etwa nötig werdenden Erklärungen zum Verständnis der in der Klasse zu lesenden Texte dem Belieben des Lehrers überlassen werden sollten. Wir wünschen und hoffen von Herzen, dass auch unser junger Herr Kollege nach jahrelangen Erfahrungen in und ausserhalb des Schulhauses zur Einsicht gelangen möge, dass nur zu oft die Lehrer selbst es sind, die solcher Erklärungen bedürfen, zumal in betreff eines Textes wie „L'Arrabbiata“, der, weitab von unserer gewohnten Reiseroute, im fernen Süden spielend so vielerlei sprachliche und sachliche Erklärungen erheischt, um Lehrer und Leser in den Stand zu setzen, das ganz eigenartige Aroma dieser exotischen Liebesblume zu geniessen.

Wilhelm Bernhardt.

German Composition. With notes and vocabulary. By E. C. Wesselhoeft, A. M., Instructor in German in the University of Pennsylvania. Boston, D. C. Heath & Co., 1902.

This book is divided into two parts, the first of which contains exercises with independent clauses, while the other has selections with principal and dependent clauses. Each part is preceded by introductory remarks on the position of the verb. The author has endeavored, he says, to preserve the simple style of every-day speech, avoiding words of unusual occurrence; in this he has succeeded. There are ample foot-notes. On the whole the book seems to be well adapted to its purpose.

Among misprints noticed may be mentioned the following: Page 21, line 12, „seperated“ for separated; p. 41, l. 3, „lost“ for loss; p. 72 of the Vocabulary, „Salz“ is given as masculine instead of neuter. The Vocabulary sometimes fails to furnish the needed assistance, although „no effort has been spared to make this complete.“ The fact that there are in the exercises on page 35, for in-

stance, three words that do not appear in the Vocabulary, proves how difficult it is to make a word-list complete; the words in point are "fill," "beat," and "services" (of a physician).

An English-German Conversation Book.

By *Gustav Krüger, Ph. D.*, Professor in the Kaiser Wilhelm's Realgymnasium, Berlin, and *C. Alphonso Smith, Ph. D.*, Professor of English in the Louisiana State University. Boston, D. C. Heath & Co., 1902.

This joint production of Dr. Krüger and Professor Smith is a valuable collection of such words and expressions as are difficult to find in dictionaries but very necessary to an understanding of German idiom. The plan and contents, Professor Smith says in the Preface, were dictated by his own needs during a visit to Germany, and an attendance upon university lectures. The work is similar, in some respects, to Pylodet's *New Guide to German Conversation*, published by the Holts thirty-four years ago, but it is, in no sense, an imitation; Pylodet's book has been long forgotten except possibly that its memory is cherished now and then by a student who carried a copy to Germany with him, interleaved to receive such additions as travel and experience might bring. The subjects of the six chapters are Everyday Expressions, Time, Travel, Books and Newspapers, The American College, and The German University. The English idioms and their German equivalents are arranged in parallel columns.

The book was written in Dr. Krüger's study in Berlin; Professor Smith furnished the English and his collaborator the German. A book produced under such conditions and by two such careful scholars could not help being admirable, and it is admirable. The foot-notes of the last two chapters dealing with American and German university matters will have special interest for persons into whose hands it is likely to fall. It can safely be recommended as a reliable, fresh, and stimulating guide to German conversation.

A German Reader and Theme-Book by *Calvin Thomas*, Professor in Columbia University and *Wm. Addison Hervey*, Instructor in Columbia University. New York, Henry Holt & Co., 1902.

The distinctive features of this Reader, as set forth in the Preface and as illustrated in the plan of the work, are as follows:

First, it contains references to a par-

ticular grammar, Thomas's, and is therefore primarily intended to be used with that grammar. At the same time, however, the book is available for use with any good grammar, for the references are accompanied by independent grammatical statements which are, in most cases, full enough to be sufficient in themselves. In view of this fact the references to a grammar seem unnecessary, but may possibly be justified by the pedagogical principle involved in repetition.

As a second distinctive feature it contains two sets of exercises for drill in the class-room, *Fragen* and *Themes*. The former consist of questions in German intended to encourage the student in free reproduction. The *Themes* consist of English exercises based upon the German text and are intended for translation into German. An English Word-List at the back of the book is supplementary to the *Themes*. Having these two sets of exercises is a good idea, for anything that will assist in composition or free reproduction is welcome, and these are well adapted to their purpose.

The third feature to which the authors direct particular attention is the fact that the Vocabulary contains page and line references, in certain cases, with a view to exactness of rendering and incidentally to the discrimination of synonyms and the cultivation of correct English.

The *Fragen* are in Roman type; the rest of the German text in German type. The reading matter, consisting of one hundred and forty-two pages of prose and twenty-two pages of poetry, has been selected and arranged with good judgment. Fulda's one-act comedy *Unter vier Augen* will give students a taste of colloquial German. This comedy has been reprinted with revised and expanded notes by Mr. Hervey, and published, with Benedix's *Der Prozess*, by the same firm.

The Vocabulary is well made and deserves high commendation. Some attention is given to etymological relations. The accentuation of a few words possibly needs some comment. For instance, the words *also*, *Altar*, *Februar*, and *Januar* are accented on the last syllable in the Vocabulary. There is good authority for placing the accent of *also* upon the first syllable (see Muret-Sanders and Flügel-Schmidt-Tanger), and I believe it is usually accented in this way. Practice varies as to the singular of *Altar*; both pronunciations should be indicated. *Februar* is usually accented on the first